**Unit Planning Guide: Grade 4 Unit 5 of 5**

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| Unit Title: Opinions Matter | Pacing (Duration of Unit): 10 weeks |
| Grade: 4 | Buffer Day(s): 3-5 |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*   * Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods. * Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes * Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  **RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the**  **text.**  **W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  **a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped**  **to support the writer’s purpose.**  **b. Provide reasons that are supported by facts and details.**  **c. Link opinion and reasons using words and phrases, (e.g. in order, in addition)**  **d. Provide a concluding statement or section related to the information or explanation presented.**  **W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**  L.4.2b Use commas and quotation marks to mark direct speech and quotations form a text  SL.4.3 Identify the reasons and evidence a speaker provides to support particular points  RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text  L4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)  d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).  RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context | **WIDA Standards (ELL)**  **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)**   1. Students will engage in a debate or philosophical chairs in order to state facts on a topic intended to convince peers (see [www.wordgeneration.org](http://www.wordgeneration.org) or [www.newsela](http://www.newsela) 2. Teacher will access student understanding with evidence-based text responses to prompts. 3. Students will write, individually or in a group, a letter to the editor or a pamphlet that supports a point of view with reasons and information. |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * A well-structured opinion piece is written for an intended audience, contains a claim, supported by specific factual evidence, and is summarized with a concluding statement. * Opinions are conveyed in many forms, not just text. Images, charts, diagrams, graphs and audio clips can all be subtle communication of opinion * In order to build stamina and practice the writing process, students need to write independently daily. It is also essential to model writing skills for students. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * How does opinion writing influence our society? * What is good evidence and reasoning that helps support opinion? * Can you be persuaded by things other than text? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * That **point of view** is a **perspective** on which the story is being told. * That writing is a process (**Collect Ideas, Choose Idea, Nurture Idea, Draft, Revise, Edit, Publish, Celebrate**) * **Opinion writing** has common predictable **elements** such as a clear **focus** and a **target audience**. * An **argument** **cites** factual **evidence** * That authors use **strategies** to convince their audience * That a concluding statement serves as **closure** in an opinion writing piece. * That an audience can be **persuaded** with text as well as images, charts, graphs, and diagrams. | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Identifying different types of persuasion (e.g., letters, pamphlets, etc.) * Differentiating between fact and opinion * Using the writing process to construct and support a convincing argument and utilizing a concluding statement in the conclusion. * Forming an opinion and supporting it with specific evidence * Writing for a specific audience (proponents’ and opponents’ viewpoints) * Creating a persuasive argument that incorporates media elements. |